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ABSTRACT

Described is the development and operation of Ithaca (New York) City School District's Comprehensive Support Services Program (CSSP), a diagnostic prescriptive approach to coordinating services for children with learning problems. Listed are program activities (such as providing training opportunities for the total teaching staff) and program objectives (including to provide information and assistance to other districts). The CSSP process is diagramed, and data on national and actual norm gains are provided. (CL)

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COMPREHENSIVE SUPPORT SERVICES PROGRAM

DEMONSTRATION PROJECT

E.S.E.A. TITLE IV-C

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ITHACA CITY SCHOOL DISTRICT

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Ithaca City School District

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A DEMONSTRATION PROJECT

The purpose of this demonstration project is to provide information, guidance and assistance to school districts who possess a need to coordinate their support services on behalf of children with special learning problems.

The project has two aspects of its operation--awareness and training. Each level offers specific information regarding the utility, value and adaptability of the following elements of the Comprehensive Services Support Program (CSSP).

COORDINATION

Each school in the district will establish a team of their support personnel who will meet on a regular basis to coordinate diagnostic-prescriptive activities. The team will consist of a coordinator (called a Support Teacher), principal, teacher(s), psychologist and other specialists (speech therapist, nurse teacher, reading and learning disability specialists).

IDENTIFICATION

DIAGNOSIS

INTERVENTION

EVALUATION

Through information collected by referral procedures, classroom screenings and standardized tests, eligible students will be assessed by a thorough diagnostic evaluation based on their individual needs. Intervention is in the form of an individual educational plan which includes such procedures as classroom work with the teacher, resource room tutorial support and parent or community contact. The evaluation will be a continual monitoring by the Support Team of the ongoing needs of the student.

HOW WE KNOW CSSP WORKS AND WHY YOU MIGHT NEED IT

Surveys of school administrators revealed that the program addressed the major needs of the school, dealt with identification of student learning problems and planning appropriate alternatives. Teacher questionnaires found that classroom teachers felt support services were most effective in dealing directly with students. Achievement test results indicated that students gained significantly greater than the national norm in math, word recognition and comprehension. Greater gains were recorded at eighth grade and below. Second year gains were equal to or exceeded first year gains. The CSSP will benefit classroom teachers and needy students by enhancing communication of support personnel toward the assessment-intervention approach. The CSSP will also benefit the school district by providing a program that meets many New York State mandated legislation requirements.

CSSP

Further Information Request

NAME: _____

ADDRESS: _____

SCHOOL DISTRICT: _____

POSITION: _____

DATE: _____

FURTHER INFORMATION

School districts wishing to participate in the Comprehensive Support Services Program demonstration project are invited to complete the information request for further information from the Title IV-C Office, 555 Warren Road, Ithaca, New York 14850.

Following receipt of a request, a more detailed bulletin will be sent to interested districts. Information will be included in the bulletin regarding training sessions and visitation by adopting districts. The Ithaca City School District welcomes participation in this project by all interested school districts who wish to coordinate support services in their districts.

The Comprehensive Services Support Program demonstration project and its services to adopter districts are being made available with ESEA Title IV-C funds administered by the Division of ESC General Program Planning, New York State Education Department.

ITHACA CITY SCHOOL DISTRICT

Support Team meets on student and discusses student from each team member's point of view and decides what form of intervention shall take place.

Teacher provides small group instruction.

Support Teacher provides additional diagnosis.

HISTORICAL DEVELOPMENT

Douglas Hart, Director
Pupil Personnel Services
Ithaca City School District

History and Current Description

A number of years ago a panel, speaking to members of social service agencies, inspired the formation of a local parents group for children with learning disabilities. Through the activities of this group, interested professionals in the district, and ultimately from the community at large, a proposal was written and passed by the Board of Education in June 1973. This proposal stated that through direct service to the classroom teacher, children with learning problems could be systematically referred and diagnosed, and an appropriate program prescribed and monitored.

This program is now in its fifth year. The basic proposal is still intact except for several minor variations. For example: it was planned to have two master teachers and two training schools for support teachers. Since we were only able to find one master teacher in 1973-74, it was decided to have inservice training of support teachers at the Board Building and in a variety of locations. When the program was financed through BOCES during the 1974-75 school year, inservice training was provided at the BOCES main building on alternate Fridays. This training was directed by master teacher Dr. William McDonald with cooperation from Mrs. Daisy Schramm of the Regional Diagnostic Team.

During the 1975-76 school year, inservice training remained at the BOCES level with a strong emphasis on visitation and sharing between schools in the three county area. Procedures were established that enabled support teachers to provide specific kinds of help to schools outside their district. This inservice approach was directed by Dr. McDonald, of the Ithaca School District, and Mr. Larry Bell, of the Regional Diagnostic Prescriptive Team.

The thrust of the current program is directed toward diagnosing children with special educational needs, prescribing programs for these children based on data collected, teaching classroom teachers and aides to carry out these programs, and monitoring these programs for effectiveness. These functions are carried on by the cooperative services of the support team. This inter-disciplinary team is composed of the principal, support teacher, psychologist, nurse/teacher, speech and language therapist, social worker and guidance counselor.

A child is referred to the support team by teachers or parents. After an evaluation of the student's strengths and deficits, conferences with parents and teachers, a prescriptive program is written by the support teacher. The support teacher trains the classroom teacher or aide to carry out the program and then monitors the program to see if it is successful. Periodic follow-through conferences are held with teachers and with parents.

All members of the team make contributions related to their role. Their combined efforts go into the evaluation of the student that results in program change. The support teacher, the full-time member of the team (apart from the principal), has a number of key roles in the effective operation of the team. They are as follows:

1. To coordinate the activities of the support team.

2. To provide for initial screening and placement of students new to the district and students referred by classroom teachers and parents.

3. To help provide follow-up testing and observation as decided is necessary by the support team.

4. To carry the primary responsibility, with the aid of the support team, for teacher training in skill development, classroom management, and use of new materials.

5. To provide for and monitor placement in the classroom and organization of remedial work done by himself, aides or volunteers.

6. To act as liaison between sixth and seventh grades and between ninth and tenth grades, providing appropriate information for continuation of existing programs, etc.

7. To help kindergarten teachers set up programs that will support transition into the higher skill levels in kindergarten and first grade.

8. To review and select materials appropriate for teachers to use with children with learning problems as well as materials related to the regular development programs either in the skill areas or in the content areas.

9. To provide for timely and accurate communication between parents and the school.

10. To provide information relevant to the evaluation of the Needs-Based Program.

The activities of all the support teachers are coordinated by the master teacher. Functioning at the district level, the master teacher works in the following areas:

1. To serve the individual school's "support teams" on a consultant basis.

2. To carry the primary responsibility for arranging inservice aspects of the "support teachers" training.

3. To offer inservice to classroom teachers and other members of the support teams.

CSSP - What does it do?

Coordinates functions of all support personnel.

Approaches student on a whole child basis.

Provides training opportunities for total teaching staff.

Provides diagnostic-remedial information on needy students.

Includes parental involvement in total program.

Provides opportunities for individual and small group instruction.

Promotes communication regarding individual student progress.

Meets New York State mandated legislation requirements.

1. 853 - Committee for Handicap
2. P.L. 94-142 - Study Team
3. 241 - Reporting Compliance
4. Learning Disability

Program Objectives

1. To increase the scope of services available to children with learning difficulties.
2. To provide data base direction for continuation of a program based on the results of standardized testing.
3. To establsih screening, referral and diagnostic procedures to identify students with special educational needs at the earliest possible occasion.
4. To increase the skills of classroom teachers in observation and educational techniques appropriate to students with special educational needs.
5. To provide services and evaluation to a specific student population.
6. To demonstrate a vehicle whereby the Comprehensive Support Services Program may provide information and assistance to other districts who do not provide services to students with special educational needs.
7. To establish a mechanism whereby skills from multidisciplinary staff members may be used to address the needs of learning.
8. To implement a performance evaluation system whereby student gains may be measured in each area of deficit.
9. To establish standards of student performance on selected intervention measures.

Implementation

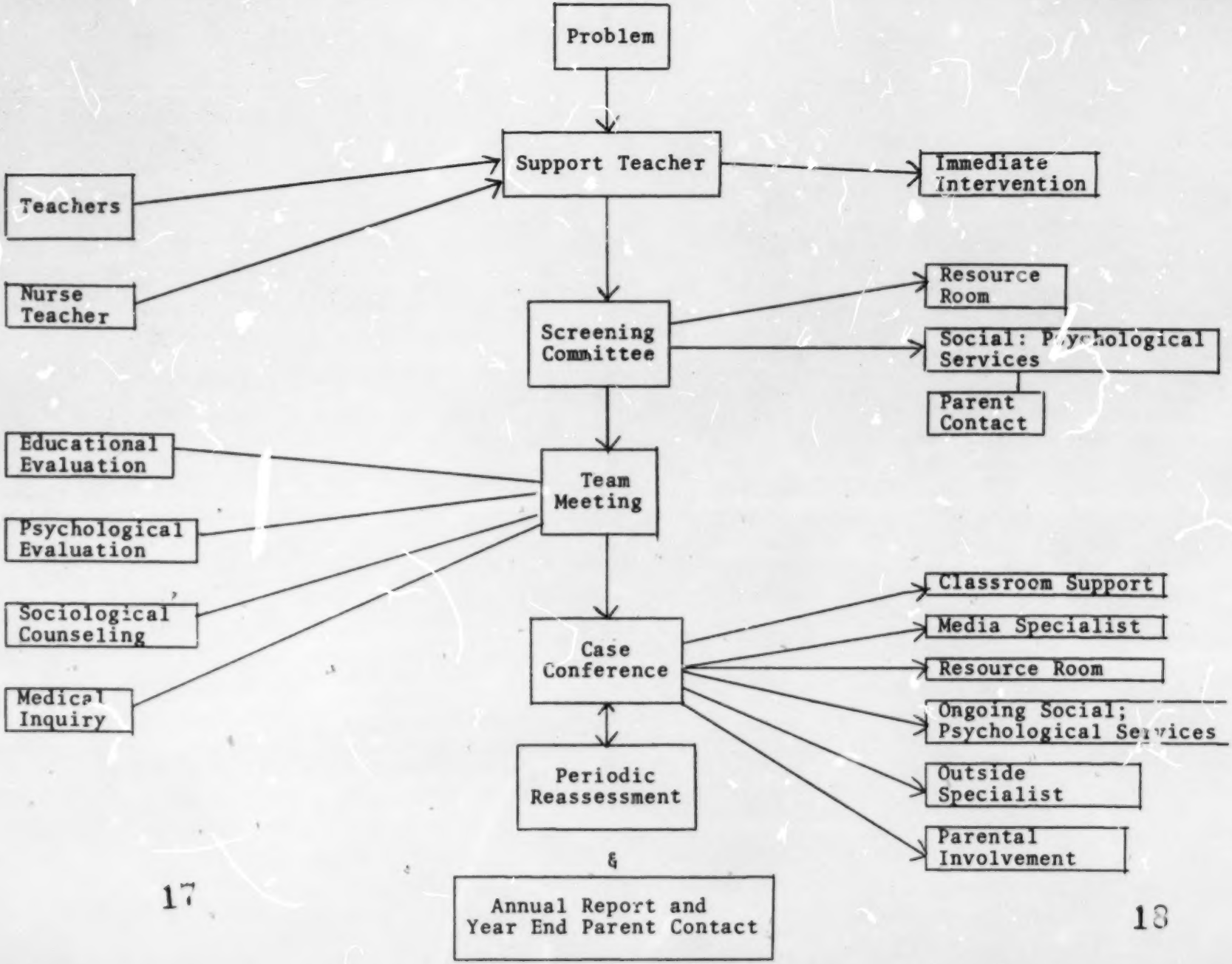
C.S.S.P. can function as a total K-12 support program or it can be adapted to any combination of grades district-wide. One suggestion might be to begin the program on a K-6 basis and later expand the program if the need exists.

A program such as C.S.S.P. can coordinate all support personnel for the benefit of learning disabled students, pupils with special educational needs and Title I students.

A school district's selection of one or more of these options would depend upon the local need and the availability of human and financial resources.

If a district opts to adopt/adapt this program, there are some distinct advantages. First, start-up costs for replicators are available. This would include costs for diagnostic tests, reference and resource books, printing, student program materials, travel and conference and substitute monies. Secondly, more extensive training will be provided to replicators. Thirdly, the successes and the pitfalls of the developer can be shared with the replicator. Fourthly, this program over the last five years has demonstrated to the community of Ithaca its effectiveness and it can do the same for your district.

The diagram that follows outlines the C.S.S.P. process.


Problem
Support Teacher
Immediate Intervention
Teachers
Nurse Teacher
Screening Committee
Resource Room
Social: Psychological Services
Parent Contact
Educational Evaluation
Psychological Evaluation
Sociological Counseling
Medical Inquiry
Team Meeting
Case Conference
Classroom Support
Media Specialist
Resource Room
Ongoing Social; Psychological Services
Outside Specialist
Parental Involvement
Periodic Reassessment
&
Annual Report and Year End Parent Contact

T-Test of Actual Gains Vs.
National Norm Gains

Ithaca School District

N	Expected Gain (mean)	Actual Gain (mean)	T-Value	Level of Significance
		PIAT Math Subtest		
488	.5891	.8328	-4.22	.000*
		PIAT Word Recognition		
492	.5878	.7315	-3.72	.000*
		PIAT Comprehension Subtest		
398	.5869	.7528	-2.44	.015*

*significant beyond α = .05

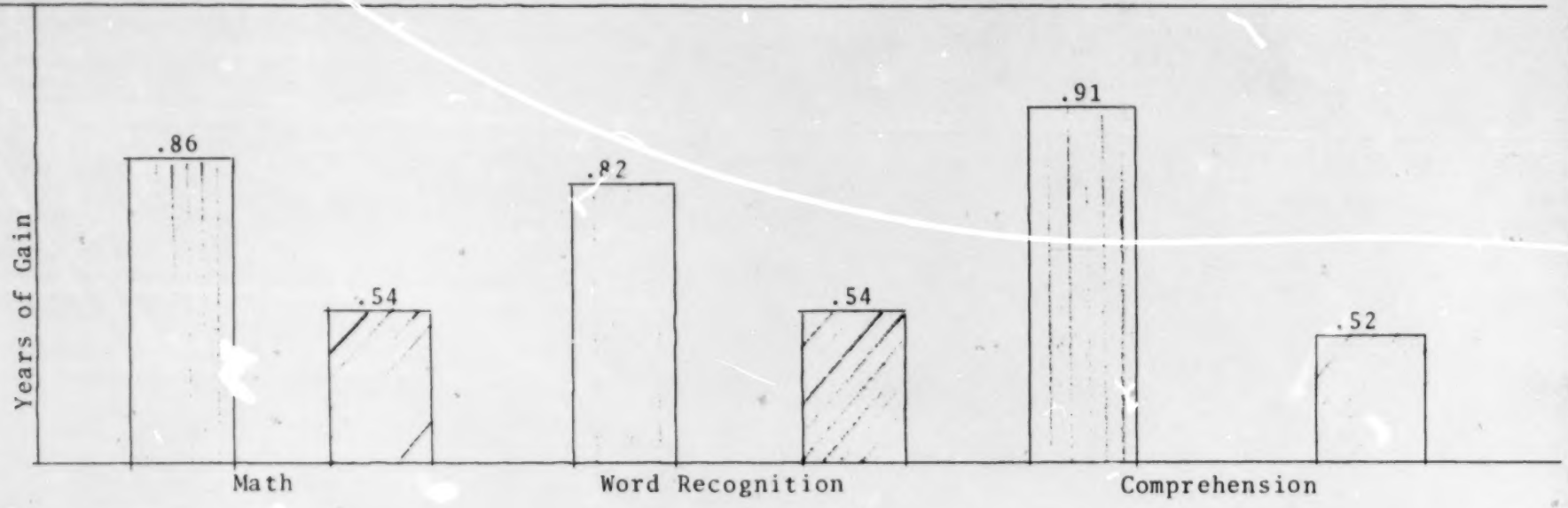
In each subtest, the mean gain achieved exceeded the national norm gain to a statistically significant degree.

National Norm Gains vs. Actual Gain

Ithaca City School District

1975-1976

Test	N	Norm Gain	Actual Gain	t-Value	Level of Significance
Math	769	.54	.86	-5.80	.00
Word Recognition	778	.54	.82	-8.43	.00
Comprehension	626	.52	.91	-6.95	.00
Spelling	751	.54	.52	.53	NS*



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TRAINING WORKSHOP

A. Scope and Sequence

1. Historical Background
2. Philosophy
3. Need
4. Objectives
5. Model

B. Roles of Key Personnel

1. Support Teacher
2. Master Teachers
3. Pupil Personnel Director
4. Specialists
5. Teacher
6. Principal - Administrator

C. Inservice Training

1. Needs Assessment
2. Release Time
3. Coordination
4. Resource People

D. Teaming Procedures

1. Teacher Referral
2. Parent Referral
3. Screening Devices
4. Support Team Procedures
5. Diagnosis
   a. Formal-Testing
   b. Informal-Observation

E. Intervention & Evaluation

1. Academic Intervention
   a. Specialists
   b. Teacher
   c. Support Teacher
   d. Aides
   e. Techniques
2. Non-Academic Intervention
   a. Who, What, Why
3. Monitoring Progress
   a. Who, How
4. Reevaluation
5. Post-testing

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OUTLINE OF CSSP WORKSHOP SCHEDULE

Day I

Introduction & Overview of CSSP Program (Video Tape Presentation
Scope and Sequence of CSSP-Model
Roles of Key Personnel
Inservice Training
Questions & Answers

Day II - Screening & Diagnosis

Referral Process
Formal Screening Devices
Diagnostic Test & Techniques
Initial Team Meeting
Questions & Answers

Day III - Intervention & Evaluation

Academic Intervention
Non-Academic Intervention
Monitoring Progress
Reevaluation
Post-testing
Questions & Answers

Visitation Procedures

The project staff welcomes visitors to view the program in operation. Appointments should be made and confirmed at least two weeks in advance.

For additional information, appointments, etc., please contact:

Mr. Quin Newton
Project Manager
Tompkins-Seneca-Tioga BOCES
555 Warren Road
Ithaca, New York 14850
Tel.: (607) 257-1551

Adoption Responsibilities

Comprehensive Support Services Program

The staff of CSSP agrees to provide the following services for an adopting district:

1. Three days of pre-implementation training in the essential elements of the CSSP.
2. Technical assistance and follow-up consultation for the staff of the adopting district.
   a. Telephone and written consultation as needed or requested by the adopting districts.
   b. On-site visits by the Project Manager, as needed.

Adopting District

To be eligible for the training and consultation services of CSSP the staff of an adopting district must agree to:

1. Provide release time for appropriate personnel to attend the training sessions.
2. Select a contact person to serve as liaison between the district and the CSSP staff.
3. Submit to CSSP the following information:
   a. Needs assessment statement.
   b. Local district plan for implementation.
   c. Provide an itemized list of materials needed to start up the program.
4. Implement the essential elements of CSSP
   a. Selection of pre and post-tests
   b. Selection of key personnel, master teacher, support teachers, etc.
   c. Develop referral and screening procedures.
   d. Begin team meetings at the building level.
   e. Begin support teacher meetings for planning, inservice training and exchange of ideas.
5. Allow CSSP to have a minimum of a one year trial period.
6. Complete an evaluation of the program's results based upon pre/post test analysis and teacher questionnaire regarding program's effectiveness.

In order for our program to be successfully implemented, the following should be true about your school district. Please consider these criteria before submitting your school's name for consideration as a replicator.

1. Faculty, administration, and community are open to change (in that order of priority).

2. Administrators and faculty recognize the need for the kind of education to which our program addresses itself.

3. Good administrator/faculty relationship exists.

4. Administrators are either supportive of innovation or are at least neutral; there is not a predominance of close-minded administrators whose goal is to maintain status quo.

5. District is willing to pay substitutes to release techers from 1-4 days -- for training workshop as well as follow-up lesson plan development.

6. Teachers want to learn techniques, methods, and activities which can be immediately implemented in the classroom.

7. Teachers are interested in focusing on the student's needs while maintaining standards in the basic skills.

8. High-level administrators are supportive of our program initially and are committed to continuing that support.

9. The school board members are generally supportive and aren't predominantly anti-innovation

If you would like to participate in a one day workshop, please fill out the following application and return to:

Mr. Quin Newton
Tompkins-Seneca-Tioga BOCES
555 Warren Road
Ithaca, New York 14850

Your name and position _____

Name of your district _____

Address of your district _____

_____

Approximate number of participants you anticipate from your district: _____

Name and address of contact person for this project in your district:

_____

_____

_____

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MEMORANDUM OF UNDERSTANDING
FOR REPLICATION ASSISTANCE AND START-UP COST
TO ADOPT/ADAPT DEMONSTRATION PROJECT #42-7-2112-1-DEM

TO: ESEA TITLE IV-C OFFICE

FROM: PARTIES TO THE MEMORANDUM OF UNDERSTANDING AS GIVEN BELOW

I. Replicating District _____ Building(s) _____

Chief School Officer _____ Phone _____

Address _____

Contact Person _____ Phone _____
(i.e. Replication Director)

Address _____

II. Demonstrating District _____ Building(s) _____

Chief School Officer _____ Phone _____

Address _____

Contact Person _____ Phone _____
(i.e. Demonstration Director)

Address _____

III. BOCES (If appropriate) _____

Chief School Officer _____ Phone _____

Address _____

Contact Person _____ Phone _____
(i.e. OEP Rep.)

Address _____

The above named parties hereby agree on the demonstration and replication of the Comprehensive Support Services Program.

Excerpt from ANNUAL REPORT OF THE SUPERINTENDENT

Ithaca City School District, 1976-77

Needs-Based Program (CSSP)

The PSEN program provides the basics of what is known as the "needs-based program" by covering the cost of a "support teacher" in each school building, three aides at the secondary level, and a district media specialist. Through this program, any student in the district who is experiencing learning problems in either math or reading may receive special help.

The complete "needs-based program" is supported not only by the State PSEN program, but also by the Federal "Title I" program (for economically and educationally disadvantaged children) and general district funds. The title "needs-based" is descriptive of a particular approach to helping many children in the district learn better and does not refer to a specific State or Federal program.

Under the leadership of the building support teacher, special diagnostic teams analyze the learning problems and needs of each child requiring help, and then develop a specific recommendation for a remedial program. The diagnostic team might include a social worker, guidance counselor, psychologist, speech therapist, nurse-teacher, one or more classroom teachers, and the building principal. This approach is used in some degree for about 25% of our students and has been very successful.

A brief description of some actual "cases" will show how the program works and indicate the kind of success it is having.

The oldest child in a large, rural family was identified as a problem learner. The student was shy, uncommunicative, difficult to work with in class, often absent, and more often tardy.

At the beginning of this past year the child was referred to the needs-based team. Investigation showed that the absence and tardiness occurred because the parents expected the child to take care of other children in the family. It also turned up the fact that the student did not have proper winter clothes.

Various members of the needs-based team then attacked different aspects of the problem. The social worker visited with the family to help with the home problems. The school nurse, using a special endowment fund, got some winter clothing. The support teacher and aides developed a special remedial study program and worked with the child in it. The guidance counselor encouraged the student to enroll in a BOCES vocational class in line with the youngster's interests. The result of this individualized diagnosis and assistance is a noticeable gain in self-confidence; a much improved self-image, a markedly reduced absence and tardiness rate, and sufficient academic progress to assure that the student will be at proper grade level by next spring.

Several years ago, 12 students in the 5th grade of one elementary school were identified as having a common reading problem, and were from one and one-half to three grades below their proper level. The needs-based team intervened in these cases, diagnosed the problems, developed remedial programs for each student, and worked with them and their classroom teachers so that each of the children entered junior high school at or above grade level in reading.